**Lesson Plan Format**

Lesson 1: We the Students of 3rd Grade

**Teacher Candidate** Brandy Job**e Grade Level** 3rd  **Date of lesson** TBD

**Content Standards:**

Social Studies Content Standards:

3ss1.b: Describe the reason for rules, laws and the U.S. Constitution

English Language Arts:

3E2a.1: Find ideas for writing stories and descriptions in conversations with others.

3E2a.2: Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

**Learner Background:**

* Students know why it is necessary for the community to have government and what it means to be a good citizen in the school community.
* Students can find ideas for writing stories and descriptions in pictures or books, create lists of ideas for writing, and organize related ideas together to maintain a consistent focus, use descriptive words when writing, and can write to a specific audience or person.

**Student Learning Objective(s):**

Students will identify the three parts of the U.S. Constitution: Preamble, Articles, and Amendments.

Students will discuss why we need rules for the classroom and laws for our communities and nation.

Students will recognize that the U.S. Constitution is the basic laws for the U.S. and structure of the U.S. government.

Students will demonstrate their ability to begin the writing process of prewriting by making lists of ideas gathered from a group conversation.

**Assessment:**

Informal Formative: Students will share why they think we need rules and laws

Formative: Student will complete Constitution Graphic Organizer

Formative: Students will begin prewriting stage of writing by creating a list of ways they can be a good citizen in the classroom.

**Materials/Resources:**

Photos of Constitution of the United States (<http://www.archives.gov/exhibits/charters/constitution.html>)

School House Rock: The Preamble (<https://www.youtube.com/watch?v=yHp7sMqPL0g>)

Transcript of Constitution of the United States: <http://www.archives.gov/exhibits/charters/constitution_transcript.html>

Flip Chart with Preamble written on it

Writing journals

Constitution Parts Graphic Organizer (<https://www.teacherspayteachers.com/FreeDownload/Graphic-Organizer-for-the-Constitution>)

Know Your Government: Why Do We Have Laws, Chapters1-4.

**Teaching Model/Strategy**

Disciplinary Inquiry will be utilized to help students examine the parts of the U.S. Constitution to develop an understanding of why our Founding Fathers created three branches of government. Through creating a Classroom Constitution, students will have to consider what rules are needed to create a safe and productive classroom environment. While creating a Classroom Constitution, students will be expected to justify the need for their rules if they are disputed, as well as learn to compromise for the goal of creating the constitution, just as our Founding Fathers did.

**Learning Activities:**

**Initiation:**

* Photo of U.S. Constitution will be displayed and students will be asked if they know what document it is.
* Students will then watch School House Rock: Preamble video

**Lesson Development:**

* Teacher will model how to analyze a photo with the Constitution Parts Graphic Organizer.
  + Preamble
    - What does it mean?
  + How many articles do we see
    - What do the articles cover?
  + How many amendments do we see
    - What do the amendments do?
* Group Discussion
  + Read aloud: Why Do We Have Laws
  + Why do you think we need rules and laws
* Writer’s Workshop
  + Prewriting Stage: Making Lists
    - List several reasons why rules are important.
    - List several rules you think are important in the classroom.

**Closure:**

* Community Circle: Students will share one rule they think is important and why.

**Individuals Needing Differentiated Instruction:**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | Content: | Teacher will use Smartboard to model and fill in Constitution Graphic Organizer so that students can copy what teacher is writing. |
|  | Product: | Group discussions will be used to help scaffold understanding of why we need rules. |
|  | Process: | Read aloud used to introduce students to new vocabulary. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?